

**Requests for Edits and Additions to the  
October 2015 Draft Documents for the History-Social Science Framework**

Submitted by  
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**Introduction Chapter (file: att1aintrohss)**

**Line 410**, current text second paragraph: “As educators, we want our students to perceive the complexity of social, economic, and political problems.” Sentence should be expanded to mention the environment.

Replace with “As educators, we want our students to perceive the complexity of social, economic, **environmental**, and political problems.”

**After line 275**, add text identifying the role of the EP&Cs and EEI Curriculum

Rationale:

1. Category 1 of the adoption criteria which reads, “16. Instructional materials, where appropriate, examine humanity’s place in ecological systems and the necessity for the protection of the environment (Education Code Section 60041). Materials include instructional content based upon the Environmental Principles and Concepts developed by the California Environmental Protection Agency and adopted by the State Board of Education (Public Resources Code Section 71301) where appropriate and aligned to the history–social science content standards.
2. Superintendent Torlakson’s recent release of CDE’s “Blueprint for Environmental Literacy,” which as the first of its Overarching Strategies calls for, “**Systematically integrat(ing) environmental literacy concepts** into statewide educational priorities, including new academic standards, new and revised curriculum frameworks, state-adopted textbooks and learning materials, professional learning programs, and the emerging new state accountability and assessment systems.”
3. The reference in the Instructional Strategies chapter to “Environmental literacy” in the figure below line 577, which identifies it as one of the “Core Subjects and 21st Century Interdisciplinary Themes.”

**Proposed Text** (styled to match the bulleted items like “Geography” and “Economics”)

- *Environmental Concerns. California relies on the environment for both our economic prosperity and our quality of life. Our state history is in many ways a tale of Californians striving, and at times struggling, to balance competing demands related to the environment. California’s environmental challenges are not just local, or even national issues, they require Californians to understand the deep connection between human societies and natural systems on a global level. In recent years, the impact of climate change, and critical environmental issues related to energy, water, waste, pollution, and transportation, have made it abundantly clear that the quality of California’s future is fundamentally tied to environmental choices. The growing environmental challenges facing California, and indeed the world, require an educated population with the skills to understand, analyze, and take part in complex decisions regarding issues such as water use, climate change, and preservation of natural places. The State Board of Education has adopted Environmental Principles and Concepts to serve as the focus for developing the environmental literacy of California’s students. In 2010, the State Board approved 45 curriculum units to support instruction in this vital environmental content. (See Appendix E)*

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**K-5 Chapter (file: att1bk-5hss)**

**Line 122**

Appendix reference should say Appendix E (the new designation in the Appendix document)

**Line 172**

“see EEI Unit California Indian People and Management of Natural Resources”

Replace “EEI Unit” with “**EEI Curriculum Unit**” (for uniformity within the chapter)

**Line 233**

Appendix reference should say Appendix E (the new designation in the Appendix document)

**Line 302**

“intensified the use of its natural resources. (See EEI Unit, Cultivating California”

Replace “EEI Unit” with “**EEI Curriculum Unit**” (for uniformity within the chapter)

**Line 407**

“human social systems (California Environmental Principle II), See EEI Unit”

Replace “EEI Unit” with “**EEI Curriculum Unit**” (for uniformity within the chapter)

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**6-8 Chapter (file: att1c6-8hss)**

**Line 196**

“marshes of the north. The California EEI lesson 7.6.3., “Managing Nature’s”  
Replace “EEI lesson” with **“EEI Curriculum Unit”** (for uniformity)

**Line 275**

“and on the expansion of human settlements. In California EEI lesson Unit 6.1.1”  
Replace “EEI lesson” with **“EEI Curriculum Unit”** (for uniformity)

**Line 402**

“the California EEI lessons units 6.2.1.River Systems and Ancient Peoples, or”  
Replace “EEI lesson” with **“EEI Curriculum Unit”** (for uniformity)

**Line 413**

“for farming. Lessons 2 and 3 of the California EEI unit, “Managing Nature’s”  
Replace “EEI lesson” with **“EEI Curriculum Unit”** (for uniformity)

**Line 466**

“one of the California EEI unit, “Arabic Trade Networks,” students examine”  
Replace “EEI unit” with **“EEI Curriculum Unit 7.2.5”** (for uniformity)

**Line 561**

“the California EEI lessons units 6.2.1.River Systems and Ancient Peoples, or”  
Replace “EEI lessons” with **“EEI Curriculum Unit”** (for uniformity)

**Line 647**

“California EEI unit, “Arabic Trade Networks,” helps students analyze the”  
Replace “EEI Unit” with **“EEI Curriculum Unit”** (for uniformity within the chapter)

**Line 790**

“rich. Lessons two and four of the California EEI unit 6.5.1, “The Rivers and”  
Replace “EEI Unit” with **“EEI Curriculum Unit”** (for uniformity within the chapter)

**Line 818**

“and wheels for spinning silk. In California EEI unit, “Genius Across the”  
Replace “EEI unit” with **“EEI Curriculum Unit 7.3.5”** (for uniformity)

**Line 941**

“yielded bountiful grain crops. Through lesson five of California EEI unit, “The”  
Replace “California EEI unit” with **“EEI Curriculum Unit 6.5.1.-6.6.1.”** (for uniformity)

**Line 955**

“urban states. Lesson 2 or 4 of the California EEI unit “Sun Gods and”  
Replace “EEI unit” with “**EEI Curriculum Unit 7.7.1.**” (for uniformity)

**Line 1012**

“of the California EEI unit “Sun Gods and Jaguar Kings” has an excellent activity”  
Replace “EEI Unit” with “**EEI Curriculum Unit**” (for uniformity within the chapter)

**Line 1407**

“California EEI unit “Broken Jade and Tarnished Gold,” students learn that”  
Replace “EEI unit” with “**EEI Curriculum Unit 7.7.3.**” (for uniformity)

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**9-12 Chapter (file: att1d9-12hss)**

**Line 316**

Appendix reference should say **Appendix E** (the new designation in the Appendix document

**Line 1430**

“decisions (California Environmental Principle V).”

Add reference to EEI unit which is directly focused on this content

Change to: **“decisions (California Environmental Principle V) (See EEI Curriculum Unit 11.9.7 The United States and Mexico – Working Together).”**

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**Professional Learning Chapter     (file: att1hprolearninghss)**

**Line 266**

“curriculum addressing environmental principles.

Replace “environmental principles” with “California Environmental Principles and Concepts” (for uniformity)

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**Criteria Chapter**      (file: att1icriteriahss)

**Line 167**

“...history–social science content standards.”

Add reference to Appendix E which would parallel the new science framework

Change to: “...history–social science content standards. (See Appendix E)”

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**Appendices (file: att1jappendiceshss)**

**Line 402**

“final lesson, students explore feudal law n regards to access to and the use of natural”

Correct “law n regards” to “**law in** regards”